



# DIET AT CHITROKONDA IN MALKANAGIR DISTRICT: A CASE STUDY

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## ABSTRACT

The researcher conducted an in-depth study on the functioning of DIET at Chitrokonda in Malkanagir District. The objectives of the study were to find out the status of DIET in terms of infrastructure and its abidance to the existing rules prescribed by NCTE from time to time, to find out the problems that DIET faces in its functioning, to provide suggestions and recommendations for strengthening the institute. This was undertaken adopting Case Study approach by selecting the case purposively. The data were collected from primary as well as secondary sources through Interview Scheduled, Questionnaire and Observation Schedule from the official records, Principal, Senior Teacher Educator, Teacher Educator, Students of DIET and Assistant Director of Directorate of TE & SCERT, Bhubaneswar.

**KEYWORDS:** DIET, Case Study

## INTRODUCTION

The constitution of India, particularly the Article 26, the enactment of Right of the Child to Free & Compulsory Education Act in 2009 changed the policy landscape and opened up possibilities for different stake holders to have a series of opportunities to strengthen the quality dimensions of Teacher Education at primary level in India. The concept of DIET a new innovation came into light as a result of NPE-1986 and POA 1992. This Historic documents design a road map for Teacher Education at primary level. It opened an enormous potentialities and unbounded possibilities to give the vision and commitment to the component of Teacher Education. No doubt the excellence and quality of education of DIETs rest upon the people those are working in the system having perseverance, creativity, thinking and action. It would be quite meaningful and revealing to examine how this institutions (DIETs) have transferred themselves to face the challenges of Teacher Education effectively over decades of their existence most particularly, when India has a new Education Policy 2020 with extraordinary vision and vigour. This case study is a careful combination of both description and explanation. It goes deep into the functioning of DIETs with an ethnographic approach leading to insightful findings.

The State Government established DIET in 1988 in the State under centrally sponsored scheme (CSS) of Teacher Education in four (04) phases i.e. 1988-89, 1997, 2005 and 2014. The DIET at Chitrokonda in Malkanagir District was upgraded to the status of DIET in 2014.

### Objectives:

The following were the objectives of the study:

- To find out the status of DIET in terms of infrastructure and its abidance to the existing rules.
- To find out the problems that DIET faces in its functioning.
- To provide suggestions and recommendations for strengthening the DIET.

### Method:

Survey method was used to conduct the present study.

### Design:

In the present study, Case Study approach was followed to undertake the study.

### Sampling:

To conduct the study, the faculty members i.e. Principal, Senior Teacher Educators, Teacher Educators, 40 Students and Officials of the DIET and Assistant Director, In charge of DIET, Directorate of TE & SCERT were participated.

### Tools:

In order to collect data, the tools like Interview Schedule, Questionnaire, and Observation schedule were used.

### Data Collection:

The data was collected from Principal and other Officers and officials, students and Administrators through the above tools. The data were compiled and analyzed by using quantitative and qualitative techniques.

The DIET, Chitrokonda starts its journey as a Secondary Training School (STS) in 1979. The said STS was upgraded to the status of District Resource Centre (DRC) in 2010 and later on attained the status of DIET in 2014. The Land Area

and Built Up Area is given in the table 1 as per NCTE norm.

**Table-1: Land Area and Built Up Area**

Sl No	Course	Unit	Built Up Area	Land Area	Remarks
1	D.EL.Ed.	1(50 students)	1500 sq. mtr.	2500 Sq. mtr.	NCTE Norms
2	D.EL.Ed.	02 (100 students)	2000 sq. mtr.	3000 Sq. mtr.	Available

**Note:** Additional intake of one unit will require additional built up area of 500 Sq mtr.

This DIET is located in the tribal pocket of Odisha. It is situated 60KM away from the district headquarters and 650 km from the State capital Bhubaneswar. This DIET has 02 campus i.e. campus 1 (old building) and campus 2 (new building). The distance between two campus is around 0.5 km. The Land Area is about 03 acre and the Built Up Area is more than 2500 sq. mtr. which satisfy the NCTE norm. it is co-educational in nature. The annual intake capacity is 100.

Long gaps between DIET getting established depicts absence of a prospective plan with preset priorities. Most of the DIETs in the State have into existence through up gradation of existing state managed ETEIs. To some extends it affects the functioning of DIETs. The DIETs established in Phase 1 and Phase 2 are at a better state of development primarily due to their engagement with DPEP and other central Government Scheme.

Manpower is an important dimension of Teacher Education for which the NCTE, New Delhi ApexBody has prescribed a norm to be adopted throughout the country for running teacher education courses. The data is given in table No. 2,3 &4 regarding the manpower.

**Table-2: Academic Faculties as Per NCTE Norm**

Sl No	Post	Number
1.	Principal/ HOD	1
2.	Perspective in Education/ Foundation of Education	3
3.	Science	2
4.	Humanities and Social Sciences	2
5.	Mathematics	2
6.	Language	3
7.	Fine Arts and Performing Arts	2
8.	Health and Physical Education	1
<b>Total</b>		<b>16</b>

**Table-3: Teaching Staff in DIET**

Sl. No	Designation	Sanctioned Strength	Men-in-Position	Vacancy
1.	Principal	1	1	0
2.	Senior Teacher Educator	6	0	6
3.	Teacher Educator	6	2	4
4.	Art Education instructor	1	0	1
5.	Hindi Teacher	1	1	0
<b>Total</b>		<b>15 (100%)</b>	<b>4 (27%)</b>	<b>11 (73%)</b>

**Table-4: Teaching Staff of Last 05 Years**

Year	Principal	Sr. TE	TE	Hindi Tr.	AEI	Total
2018-2019	0	0	4	1	0	5 (33%)
2019-2020	0	2	3	1	0	6 (40%)
2020-2021	0	2	3	1	0	6 (40%)
2021-2022	0	1	2	1	0	4 (27%)
2022-2023	1	0	2	1	0	4 (27%)

**Table-5: Non- Teaching Staff of DIET**

Post	Sanctioned post	Men-in-position	Vacancy	Remark
Head Clerk	1	0	1	
Senior Clerk	2	2	0	
Junior Clerk	1	0	1	
Computer Technician	1	0	1	
Statistical Instructor	1	0	1	
Peon	3	2	1	

The table 3 indicates that 15 posts have been sanctioned against 16 posts as mentioned by NCTE under teaching category is available in the institute, out of which one Principal, 06 Senior Teacher Educator, 06 Teacher Educator, 01 Hindi Teacher and 01 Art Instructor. Further it was observed that, 73 percent posts are lying vacant and the DIET runs with 27 percent staff which seriously affect the academic environment of the institute.

The table 4 indicates that, from 2018-19 to 2021-22, the post of principal was lying vacant and the administration was run by a Senior Faculty member of DIET, Koraput as a DDO. The concerned DDO because of his additional duty pay visit once or twice in a month to the DIET when financial transaction is required. The academic dimension was found missing. It is evident that the DIET was running only by 45% staff under non-teaching category and 27% staff under teaching category. It violates the NCTE norm and affects the function of the DIET.

**Table-6: Infrastructure Facilities of DIET**

Class Room	ICT Lab	Principal Office	Staff Common Room	Multi purpose Hall	100 seated Boys hostel	100 seated Girls hostel	Boys and Girls Common Room	Staff Quarter
4	1	1	1	1	1	1	2	2

The table-5 states that the DIET has good infrastructural facilities in terms of class rooms, Principal Office, Multipurpose Hall, Hostel facilities for Boys and Girls and staff quarters. It has 04 class rooms, 01 multipurpose hall, Principals Office, Library-cum-Reading room, Computer lab, 100 seated Hostel for Boys and Girls, 02 staff quarters, adequate lavatory facilities for boys, girls, staff and PwD candidates. But more staff quarters for teaching and non-teaching faculty, security personnel and boundary wall of the entire land are badly required for safe and smooth functioning of the institute so far its geographical location is concerned. Being a professional course, it should be residential in character.

**Table-7: Admission Position of Last 05 Year of DIET**

Year	Intake capacity	Admitted	Vacancy
2018-19	100	75 (75%)	25 (25%)
2019-20	100	64 (64%)	36 (36%)
2020-21	100	49 (49%)	51 (51%)
2021-22	100	Not admitted	
2022-23	100	Not admitted	

**Table-8: Results of DIET**

Year	Admitted	Passed	Failed
2018-19	75 (75%)	52 (69%)	23 (31%)
2019-20	64 (64%)	64 (100%)	0
2020-21	49 (49%)	46 (94%)	3 (6%)
2021-22	-	-	-
2022-23	-	-	-

It is evident from table-7 that, the enrolment figure in 2018-19 to 2020-2021 was not encouraging. The average figure is about 65% only. In 2021-2022 and 2022-2023 no fresh admission took place, but second year student of 201-2022 were found in the campus, as the duration of the course is 02 years. It was found in declining form. The total seat has not filled up. It is evident from table-8 that the results of the course for 2018-19 was poor and around 69% only. Which is below the State average. In 2019-2020 and 2020-2021 the result was improved and the average was 97%.

**Findings:**

- Lack of prospective plan in establishing DIETs.
- There exit a huge number post lying vacant in the DIET both in teaching and non-teaching category.
- Required number of branches was not established. Except pre service, other branches have lost their identity.
- Lack of motivation among teaching staff either due to geographical location or no appreciation found from department.
- Research studies were missing in last 05 years.
- Infrastructure facilities is found good but more civil works required in terms of staff quarters, boundary wall, laboratories and main gate etc.
- Instructional material was outdated and not utilized properly.
- IT was not properly utilized in the institute.
- Monitoring/ supervision work was found poor.
- Linkage with the schools and other resource agencies is found weak.

**Suggestions:**

- Teaching as well as non-teaching posts are to be filled up on priority basis as per NCTE norms.
- Permanent regular principals may be posted for smooth function of the DIET.
- Faculties of DIET should be IT friendly. Training programme should be provided to them.
- Frequent monitoring of DIET should be made, at least 03 to 04 times in a year by Higher Authority..
- Different branches should be established and strengthen in terms of infrastructure and human capital.
- Research work should be strengthened and faculties should be motivated to undertake research work.

**Conclusion:**

The issues related to Teacher Education at primary level require attention at different level to ensure quality education reflected in the National Curriculum Frame Work and other documents having national importance. Academic reform of school education, academic support to teachers and schools, all this require strong academic capabilities and leadership in areas of training, planning,

research and monitoring/ supervision at micro level. It is imperative that, Government shift its focus towards these Teacher Education Institutions and provides it's with all the possible support for making it more effectively functioning institute towards achieving its national objectives enshrined while being established. Also Government introduce the National Mission on Teacher and Teaching which covers all issues related to teachers, teaching, teacher preparation and professional development of teachers (CABD,2013). Now it is prime objective to examine the DIET with all respects by analyzing different components to find out the weaknesses and strength and proposed innovative strategies for revitalization of the institute.

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REFUGEES AND INTER